the 3 billion DNA letters that announced the official launch of a "working draft" of the human genome project — the effort to decipher chromosomes in 14 months, at a total cost of about $300 million. The last remaining DNA from the quadrangle, and souvenir takings, most in the 2 feet by 3 feet range, that address both the facts and the myths surrounding mental illness.

This week those posters began a two-week run at Westfield Shoppingtown Crestwood in South County. The exhibition is on view through May 29 in the Fabulous-Barr Concours. "No one really knows what mental illness means until we're confronted with it in our own lives," explained Spurr, whose own daughter was diagnosed with a severe mental illness four years ago. "We may think we know something about depression or schizophrenia, but the reality is that, as a society, we push these illnesses under the rug."

Spurr said that, following her daughter’s diagnosis, she found precious few resources for help or information. "It blind-sided me," she recalled. Eventually a friend put her in touch with NAMI of St. Louis, and she has since become active in the organization, teaching courses to other affected parents and relatives and serving on the board of directors. "We tried to explain to the students what it's like to have someone you love stricken by mental illness," said Richard Stevenson, NAMI executive director, whose sister suffered from depression.

The first comprehensive layout of the human genome was constructed in mid-April by scientists in the international consortium. The layout shows the chromosomal positions and the detailed relationships among the more than 20,000 large clones used to sequence the genome; it also gives specific cloning segments to be covered.

"It's breathtaking to see the DNA sequences arrayed along the human chromosomes, from one end to the other," said Robert L. Wistanter, M.D., Ph.D., the James S. McCarthy Professor of Genetics, head of the Department of Genetics and director of the Genome Sequencing Center at the medical school. "The individual contributions have fallen together to yield a global picture. We can now turn to plugging the remaining holes."

The sequence information from the working draft has been immediately and freely released to the world, with no restrictions on its use or redistribution. The information is updated daily by scientists in academia and industry, as well as by commercial database providers providing information services to biologists. Already, many tens of thousands of genes have been identified from the genome sequence.

For example, the working draft has allowed human...
New digital archives being created

By CHRISTINE FARNER

Three faculty projects will be made available in digital form, improving access to unique scholarly resources and providing important opportunities for both teaching and research. These include the creation of the Digital Cultural Resources Group (DCRG), which provides opportunities for the University's Digital Cultural Archives to learn about issues of technology.

The group will support the concept of digital archives by contributing digital resources. It is composed of Michael Haber and the University's own virtuoso pianist, Susan Wrighton, who also holds an assistant professorship in chemistry, and in 1989 he was appointed the first holder of the University's own Virtuoso Pianist. Michael Haber has been a significant figure in fashion market- ing and is co-chaired by Peter J. Kastor, Ph.D., assistant director of the School of Art's Fashion Design program, who was head of the department of English at Temple in 1990 and rejoined the faculty in 1995. From 1987 to 1990, he was head of the department of American Studies and other programs.

This project is a unique opportunity to bring varied resources together in the University, together in an interdisciplinary way, as well as to reach out to resources in the region," Taft said.

As a whole will provide the educational mission of the university's educational mission through its educational opportunities in the arts, sciences, and, equally important, technical advice and funding: the digital projects with the DCRG to learn about issues of technology.

The group will support the creation of a database of photographs with accompanying text. The database will be an important resource for teaching and in courses in American architecture and other programs.

This project is a unique opportunity to bring varied resources together in the University, together in an interdisciplinary way, as well as to reach out to resources in the region," Taft said.

As a whole will provide the educational mission of the university's educational mission through its educational opportunities in the arts, sciences, and, equally important, technical advice and funding: the digital projects with the DCRG to learn about issues of technology.

The group will support the creation of a database of photographs with accompanying text. The database will be an important resource for teaching and in courses in American architecture and other programs.

This project is a unique opportunity to bring varied resources together in the University, together in an interdisciplinary way, as well as to reach out to resources in the region," Taft said.

As a whole will provide the educational mission of the university's educational mission through its educational opportunities in the arts, sciences, and, equally important, technical advice and funding: the digital projects with the DCRG to learn about issues of technology.

The group will support the creation of a database of photographs with accompanying text. The database will be an important resource for teaching and in courses in American architecture and other programs.

This project is a unique opportunity to bring varied resources together in the University, together in an interdisciplinary way, as well as to reach out to resources in the region," Taft said.

As a whole will provide the educational mission of the university's educational mission through its educational opportunities in the arts, sciences, and, equally important, technical advice and funding: the digital projects with the DCRG to learn about issues of technology.

The group will support the creation of a database of photographs with accompanying text. The database will be an important resource for teaching and in courses in American architecture and other programs.

This project is a unique opportunity to bring varied resources together in the University, together in an interdisciplinary way, as well as to reach out to resources in the region," Taft said.

As a whole will provide the educational mission of the university's educational mission through its educational opportunities in the arts, sciences, and, equally important, technical advice and funding: the digital projects with the DCRG to learn about issues of technology.

The group will support the creation of a database of photographs with accompanying text. The database will be an important resource for teaching and in courses in American architecture and other programs.

This project is a unique opportunity to bring varied resources together in the University, together in an interdisciplinary way, as well as to reach out to resources in the region," Taft said.

As a whole will provide the educational mission of the university's educational mission through its educational opportunities in the arts, sciences, and, equally important, technical advice and funding: the digital projects with the DCRG to learn about issues of technology.

The group will support the creation of a database of photographs with accompanying text. The database will be an important resource for teaching and in courses in American architecture and other programs.

This project is a unique opportunity to bring varied resources together in the University, together in an interdisciplinary way, as well as to reach out to resources in the region," Taft said.

As a whole will provide the educational mission of the university's educational mission through its educational opportunities in the arts, sciences, and, equally important, technical advice and funding: the digital projects with the DCRG to learn about issues of technology.

The group will support the creation of a database of photographs with accompanying text. The database will be an important resource for teaching and in courses in American architecture and other programs.

This project is a unique opportunity to bring varied resources together in the University, together in an interdisciplinary way, as well as to reach out to resources in the region," Taft said.

As a whole will provide the educational mission of the university's educational mission through its educational opportunities in the arts, sciences, and, equally important, technical advice and funding: the digital projects with the DCRG to learn about issues of technology.

The group will support the creation of a database of photographs with accompanying text. The database will be an important resource for teaching and in courses in American architecture and other programs.
Ulcer bug might not always have plagued humans

By Linda Sage

The bacterium that causes stomach ulcers might not have been around forever, a new study suggests, contradicting a long-held belief that pieces of DNA from Helicobacter pylori, scientists discovered in ancient genomes. The study was conducted on Spanish written records from Peru and those from Spain and from eastern Asia.

"My favorite interpretation of this finding is that the Spanish brought H. pylori to Peru when they conquered the Incan empire nearly 500 years ago and that the bacterium was not present in the ancestors who crossed the Bering Strait from Asia to North America 10,000 years ago," said Douglas E. Berg, Ph.D., the Alumni Professor of Molecular Microbiology and of medicine and of professor of genetics.

Berg and collaborators in Britain, China, Guatemala, India, Japan, Peru, Spain, Sweden and the United States report their findings in the June issue of the journal Genome Biology.

H. pylori is carried by more than half the world's population and it can thrive in the stomach for years. Whereas some people suffer no apparent consequences, others develop peptic ulcer disease, gastric cancer, the leading cause of cancer deaths in some developing countries, as well as those from the United States.

Berg's group focused mainly on regions called the cag pathogenicity island. One part of this region contains apparently vestigial genes in size because some strains have lost pieces of DNA whereas others have inserted. Also, some base pairs, the building blocks of DNA, have been substituted for others.

As well as measuring the size of the segment, the researchers examined the DNA sequences of cagA, a gene that codes for a protein, which lies elsewhere in the chromosome. The cagA gene codes for a protein that, when phosphorylated, alters the internal communication system of human cells, whereas varA codes for a toxin protein.

The DNA analysis classified the H. pylori isolates into five types. Type I DNA predominated in the strains from Spain, Peru, Guatemala and type II strains. Type II motifs were most common in the Chinese and Japanese strains, whereas type III motifs predominated in the Indian strain. Each of the three motifs was common in the strains from northern Europe.

The rare type IV motif showed up in one English strain and two strains from Peru. The Virginia strain, whose type V motif was found in a few of the strains from Spain.

"So we can type H. pylori strains from different societies by differences in their DNA," Berg said.

"One of the most striking differences was between strains from Europe and Australia — China and Japan — and strains from Americans in Peru," Berg speculated that H. pylori might have infected humans when agriculture brought animals and people into closer contact. "Many other diseases — tuberculosis, whooping cough, measles, rickets and chicken pox — are of animal origin and probably came into the human population when our ancestors started to practice agriculture and had their population densities increased," he said.

Until now, scientists have assumed that differences between strains in different parts of the world reflect selective pressures. H. pylori protein in different animal hosts — either domesticated animals or rodents pests that came to live with early agriculturists. "For example, the ancestors of European strains of H. pylori might have come from mice or sheep, whereas the ancestors of strains from Asia might have come from cats, pigs or Mongolian gerbils. "All of these animals can be infected with at least certain H. pylori strains recovered from human patients."
where to turn for help. We need for improved insurance statistics. The second group schizophrenia) to symptoms and information about the five main of mental illness, from basic and stick a headline over it."

For more information, call 935-6467. Frank Cross, assistant professor of advertising and design, helped students edit copy, and he introduced them to the task of writing for an audience. Thirty-eight posters by juniors in the School of Architecture (above) by Andrew Miller.

---

**Exhibitions**

*Eyewitness 2 Apez Plop Show.* Through May 19. Various student exhibiting students. Lewis Brower, 2000 Laxey Outreach, 2010 Laxey Outreach. Frank Oros, assistant professor of visual communication and psychiatric illness. The Evans one's own fault, that it no more true for severe mental issues — that people are violent, about the stigma and misconceptions. No one accomplished that. We were impressed at their work. We concluded. "We were impressed at their work. We concluded. "We were impressed at their work. We concluded. "We were impressed at their work. We concluded. "We were impressed at their work. We concluded. "We were impressed at their work. We concluded. "We were impressed at their work. We concluded. "We were impressed at their work. We concluded. "We were impressed at their work. We concluded. "We were impressed at their work. We concluded. "We were impressed at their work. We concluded. "We were impressed at their work. We concluded. "We were impressed at their work. We concluded. "We were impressed at their work. We concluded. "We were impressed at their work. We concluded. "We were impressed at their work. We concluded. "We were impressed at their work. We concluded. "We were impressed at their work. We concluded. "We were impressed at their work. We concluded. "We were impressed at their work. We concluded. "We were impressed at their work. We concluded. "We were impressed at their work. We concluded. "We were impressed at their work. We concluded. "We were impressed at their work. We concluded. "We were impressed at their work. We concluded. "We were impressed at their work. We concluded. "We were impressed at their work. We concluded. "We were impressed at their work. We concluded. "We were impressed at their work. We concluded. "We were impressed at their work. We concluded. "We were impressed at their work. We concluded. "We were impressed at their work. We concluded. "We were impressed at their work. We concluded. "We were impressed at their work. We concluded. "We were impressed at their work. We concluded. "We were impressed at their work. We concluded. "We were impressed at their work. We concluded. "We were impressed at their work. We concluded. "We were impressed at their work. We concluded. "We were impressed at their work. We concluded. "We were impressed at their work. We concluded. "We were impressed at their work. We concluded. "We were impressed at their work. We concluded. "We were impressed at their work. We concluded. "We were impressed at their work. We concluded. "We were impressed at their work. We concluded. "We were impressed at their work. We concluded. "We were impressed at their work. We concluded. "We were impressed at their work. We concluded. "We were impressed at their work. We concluded. "We were impressed at their work. We concluded. "We were impressed at their work. We concluded. "We were impressed at their work. We concluded. "We were impressed at their work. We concluded. "We were impressed at their work. We concluded. "We were impressed at their work. We concluded. "We were impressed at their work. We concluded. "We were impressed at their work. We concluded. "We were impressed at their work. We concluded. "We were impressed at their work. We concluded. "We were impressed at their work. We concluded. "We were impressed at their work. We concluded. "We were impressed at their work. We concluded. "We were impressed at their work. We concluded. "We were impressed at their work. We concluded. "We were impressed at their work. We concluded. "We were impressed at their work. We concluded. "We were impressed at their work. We concluded. "We were impressed at their work. We concluded. "We were impressed at their work. We concluded. "We were impressed at their work. We concluded. "We were impressed at their work. We concluded. "We were impressed at their work. We concluded. "We were impressed at their work. We concluded. "We were impressed at their work. We concluded. "We were impressed at their work. We concluded. "We were impressed at their work. We concluded. "We were impressed at their work. We concluded. "We were impressed at their work. We concluded. "We were impressed at their work. We concluded. "We were impressed at their work. We concluded. "We were impressed at their work. We concluded. "We were impressed at their work. We concluded. "We were impressed at their work. We concluded. "We were impressed at their work. We concluded. "We were impressed at their work. We concluded. "We were impressed at their work. We concluded. "We were impressed at their work. We concluded. "We were impressed at their work. We concluded. "We were impressed at their work. We concluded. "We were impressed at their work. We concluded. "We were impressed at their work. We concluded. "We were impressed at their work. We concluded. "We were impressed at their work. We concluded. "We were impressed at their work. We concluded. "We were impressed at their work. We concluded. "We were impressed at their work. We concluded. "We were impressed at their work. We concluded. "We were impressed at their work. We concluded. "We were impressed at their work. We concluded. "We were impressed at their work. We concluded. "We were impressed at their work. We concluded. "We were impressed at their work. We concluded. "We were impressed at their work. We concluded. "We were impressed at their work. We concluded. "We were impressed at their work. We concluded. "We were impressed at their work. We concluded. "We were impressed at their work. We concluded. "We were impressed at their work. We concluded. "We were impressed at their work. We concluded. "We were impressed at their work. We concluded. "We were impressed at their work. We concluded. "We were impressed at their work. We concluded. "We were impressed at their work. We concluded. "We were impressed at their work. We concluded. "We were impressed at their work. We concluded. "We were impressed at their work. We concluded. "We were impressed at their work. We concluded. "We were impressed at their work. We concluded. "We were impressed at their work. We concluded. "We were impressed at their work. We concluded. "We were impressed at their work. We concluded. "We were impressed at their work. We concluded. "We were impressed at their work. We concluded. "We were impressed at their work. We concluded. "We were impressed at their work. We concluded. "We were impressed at their work. We concluded. "We were impressed at their work. We concluded. "We were impressed at their work. We concluded. "We were impressed at their work. We concluded. "We were impressed at their work. We concluded. "We were impressed at their work. We concluded. "We were impressed at their work. We concluded. "We were impressed at their work. We concluded. "We were impressed at their work. We concluded. "We were impressed at their work. We concluded. "We were impressed at their work. We concluded. "We were impressed at their work. We concluded. "We were impressed at their work. We concluded. "We were impressed at their work. We concluded. "We were impressed at their work. We concluded. "We were impressed at their work. We concluded. "We were impressed at their work. We concluded. "We were impressed at their work. We concluded. "We were impressed at their work. We concluded. "We were impressed at their work. We concluded. "We were impressed at their work. We concluded. "We were impressed at their work. We concluded. "We were impressed at their work. We concluded. "We were impressed at their work. We concluded. "We were impressed at their work. We concluded. "We were impressed at their work. We concluded. "We were impressed at their work. We concluded. "We were impressed at their work. We concluded. "We were impressed at their work. We concluded. "We were impressed at their work. We concluded. "We were impressed at their work. We concluded. "We were impressed at their work. We concluded. "We were impressed at their work. We concluded. "We were impressed at their work. We concluded. "We were impressed at their work. We concluded. "We were impressed at their work. We concluded. "We were impressed at their work. We concluded. "We were impressed at their work. We concluded. "We were impressed at their work. We concluded. "We were impressed at their work. We concluded. "We were impressed at their work. We concluded. "We were impressed at their work. We concluded. "We were impressed at their work. We concluded. "We were impressed at their work. We concluded. "We were impressed at their work. We concluded. "We were impressed at their work. We concluded. "We were impressed at their work. We concluded. "We were impressed at their work. We concluded. "We were impressed at their work. We concluded. "We were impressed at their work. We concluded. "We were impressed at their work. We concluded. "We were impressed at their work. We concluded. "We were impressed at their work. We concluded. "We were impressed at their work. We concluded. "We were impressed at their work. We concluded. "We were impressed at their work. We concluded. "We were impressed at their work. We concluded. "We were impressed at their work. We concluded. "We were impressed at their work. We concluded. "We were impressed at their work. We concluded. "We were impressed at their work. We concluded. "We were impressed at their work. We concluded. "We were impressed at their work. We concluded. "We were impressed at their work. We concluded. "We were impressed at their work. We concluded. "We were impressed at their work. We concluded. "We were impressed at their work. We concluded. "We were impressed at their work. We concluded. "We were impressed at their work. We concluded. "We were impressed at their work. We conclude..."
Fischer: a sensation on the court, in class and in the community

By DAVID MOESSNER

One of the traits that levitated basketball sensation Alia Fischer above mere mortals was his hardwood is the left and deadly use of her left hand. After winning back-to-back trophies get placed on her he wanted to and his dreams, escapes, revolutions.

"I'm not sure she was one of the first to say, 'If that's the example someone is giving a very simple view of life and events, and when you start thinking about people as only criminals or super heroes, or problems, that has real social and political consequences. As an opinion columnist, it's my responsibility to challenge those perceptions. I'm always looking for new angles and trying to find the one who is your friend when all others desert you.'" Fischer was known for her infectious smile and her infectious sense of humor.

"I believe the biggest accomplishment during his tenure was directing the Black Anthology performance this year. "Black Anthology is student-run and student-directed," he said. "It's a collection of poems, short dramatic scenes, one act plays, songs and dances. Although I was assistant director in 1999, I had never directed before. Directing was a really different experience."

"Student Fischer led the team in organizing the committee, and when you start thinking about people as only criminals or super heroes, or problems, that has real social and political consequences. As an opinion columnist, it's my responsibility to challenge those perceptions. I'm always looking for new angles and trying to find the one who is your friend when all others desert you." Fischer was known for her infectious smile and her infectious sense of humor.

"I believe the biggest accomplishment during his tenure was directing the Black Anthology performance this year. "Black Anthology is student-run and student-directed," he said. "It's a collection of poems, short dramatic scenes, one act plays, songs and dances. Although I was assistant director in 1999, I had never directed before. Directing was a really different experience."
When the time came to get serious about going, Ruben chose the law because it was a known commodity. "My father was a nuclear engineer for the Navy who went to law school when he was 36," he said. "That's why I had no fear of changing careers."

This summer, Ruben will work as an associate in a Wall Street firm. For this competition, law students all over the world analyze a problem of international law. In the United States, regional winners advance to the international round. In 25 years, Washington University had never won in this region. But this year, on which Ruben was captain, the team took second in a row.

"Ruben's incredible hand at law, credit adviser Leila Nadia Sadat, J.D., LL.M., D.E.A., professor of law, for bringing the team to international standards. Sadat credits Ruben for serving as captain of a strong team. "Andrew is a fabulous student because he is disciplined and a perfectionist," Sadat said. "He took it upon himself to completely change the law. His knowledge and his organizational skills put the team in good standing. We've seen that kind of hard work as good as students anywhere else in the world. The success of the law team's second place in the arm for the law school."

"Ruben also serves as a creative editor at the Washington University Law Review, a" regular member. Members of the quarterly are selected in a writing competition among students in the top 10 percent of the first year class. In the end, what most appeals to Ruben about the law is the variety of positions that eventually become available. "I just can't imagine being on a large firm is something I can ever do," he said. "I'll keep doing exactly the same thing." In the meantime, he plays the cells for enjoyment and occasionally gets recitals. Ruben might not return to the cell full-time, but for now, he is enjoying the journey.
Worldwide travels shape Bognar's architectural designs

By Diane Duke Williams

A young architectural student reflects on how travel can shape an architect's view of the world.

Traveling is a way of life for Bognar, a 23-year-old architecture major at the University of Missouri. "Traveling gives you a sense of who you are," he said. "You come home changed by your experiences." Bognar's architectural designs reflect his love of travel and his desire to create buildings that are not only beautiful, but also functional and adaptable to different climates and cultures.

"I have been to many different countries," Bognar said. "Each place has its own unique atmosphere and architecture. I try to incorporate these elements into my designs." His architectural projects have included buildings in Japan, China, and Japan. He has also worked on projects in his home country of Hungary, where he was born.

Bognar's architectural designs are often influenced by his travels. He enjoys using materials and techniques that are specific to each location. For example, he has used bamboo in some of his projects in Asia, and he has incorporated traditional Japanese techniques in his work.

"Traveling is not just about seeing new places," Bognar said. "It's also about learning from other cultures and using that knowledge to create something that is unique and special." He believes that architecture should be a reflection of the culture and environment in which it is built.

Bognar is currently working on a project in Singapore. The building is designed to be both sustainable and visually appealing. "I want it to be a place where people can relax and enjoy the natural environment," he said. "It's important to create spaces that are not only functional, but also beautiful and inviting."
Management, a college professor who had created his own magic entertainment business, a college professor who co-founded and co-owned a company providing Web pages and custom software, a junior whose team won first place among all Student Chapter groups in the Hatchery entrepreneurship program, and a senior who is co-owner of an online venture serving prospective and current college students... put them all together, and, you have Josh Rothmel.

In the breadth, depth and quality of his ideas, he is as impressive as he was in his favorite stage illusion—appearing from an empty box. "He always has interesting ideas," said friend Heather Harris, BSBA '00, fellow student at the M. Olm School of Business and a team- mate in the school's Hatchery competition. "He thinks outside the box."

"He's also a good leader," Harris said. "He really motivates people. He could step right into a managerial position. I can see him working at a desk and taking it public." Harris said the two became close friends during their freshman year, when they lived in Rubell- mann Residence Hall and shared a mutual interest in business. "It was great to find someone else who shared my interests," she said, "and, since I was far from home, it was great to know that I was from St. Louis, he helped me get acclimated here."

Last year, just the two were part of a team in the Hatchery entrepreneurship program... And the last time we were all on the porch adjoining the team, and Harris, in accounting and finance majors, handled the financial analysis. The team created a business plan for FreeView, Rothmel's idea to computerize ads shown in movie theaters, customizing them to each movie's likely audience. Their team plan was first place of the six teams in the university's graduate division.

Rothmel, who developed outstanding graphics for the presentation, long has shown interest and ability in the visual dimension, whether in magic acts, as editor of his high school newspaper or as co- founder of an online software design company. Intrigued by social sciences, during his freshman year at the University. He and his roommate successfully marketed the company's services to mid-sized businesses, mainly in manufacturing, until the company ended operation in 1998.

He also used his creative visual talent to design and lay out the Territorial, the University's official phone directory, as one of 14 justices in Chimes, the junior honorary.

The latest venture for Rothmel and another partner is Porthole, an online portal to life at universities, allowing incoming freshmen to exchange information with current students so that they get to know the campus and some students before they begin their first semester. The site also allows university student groups, whether formal or informal, to share files, pictures, addresses and messages.

"We created Porthole for fun, because it allowed us to experiment with new technology and programming, and we do hope to offer products to other universities," said Rothmel.

Cari Heilman, Ph.D., associate professor of marketing at the University of Iowa, has enjoyed getting to know Rothmel as a student in her Principles of Marketing course, then as her teaching assistant for it. She also has overseen his two independent study projects, FreeView and Porthole. "Josh is an extremely hard worker, and he initiates the work," she said. "His work ethic shows through, and he's very conscientious, paying attention to details."

Rothmel also has shown strong leadership ability as president of the University's chapter of the American Marketing Association. "He has overseen operations, established the chapter's constitution and dealt very maturely with business executives on the board," Heilman said. In addition, as president of Delta Sigma Pi, the professional business fraternity, Rothmel has directed operations of the 85-member chapter.

Rothmel has directed operations of the 85-member chapter. "I'm not the biggest fan of any club," he said, "especially in management, competitive strategy and the Hatchery, which is the best preparation for the real world. I hope to learn as much that will help me become an entrepreneur."

Rothmel already has considerable work and community service experience. While in high school, through Magic Josh and Com- pany, he and his troupe provided magic shows at Kirkwood (Mo.) Community Center to raise funds for St. Louis Food Pantry and the Salvation Army. He also worked at Croma, the St. Louis, and, in 1998, as an assistant camp director, helping to manage a staff of 50. He has been an intern in marketing and research for Sinclair Broadcasting Co. and a brand development intern for Clayton Corp. Conve- nience Products in St. Louis.

After graduation, he will begin work at Hewitt Associates in Chicago, a benefits consulting firm. Rothmel, who grew up in the St. Louis area, where his mother is planning director for the city of Town & Country and his father is a sales specialist for Bayer Pharmaceuticals, said he's looking forward to living in Chicago. "I'm ready to explore somewhere new," he said.

Whatever Rothmel explores, his success will not be a grand illusion, but rather the well-earned fruit of solid judgment, hard work and the enthusiastic pursuit of varied interests—along with a magical act.
Jean Kersting has zest for life, travel, politics, community

By CHRISTINE FARMER

Jean A. Kersting credits a new geography book in the fourth grade for sparking her passion for international studies and travel.

"This book wasn't just the typical dry statistics about topography. It was about kids own age and what they did all day," she thought. "I thought, I want to go there and play with them. I was fascinated..."

In the last decade, she has not only visited those places, she has been able to stay with families and see how they live. Most political texts only look at the infrastructure that is created by energy, and it makes sense to Kersting.

"The main thing is to have an idea I have to pursue it, and get it done," she said. "If I haven't been able to do that. If I get an idea I have to pursue it, and that means finding the skills and the ego to do that for her." Kersting is considered such an asset to the public arts community that was named 1999 Kirkwood Citizen of the Year. She has served as a board member and chair of the Kirkwood Arts Division of Arts & Sciences. She has also been a member of the Meacham Park TIF (Tax Increment Financing) Committee, the Rotary Club and the police department. The first summer holiday she got to be a citizen of the world.

"The busiest I am the more I get done," she said. "And the more political change is happening. I like to go where the political change is happening."

BY LIAM OTTEN

Chutzpah, for any entrepreneur, is a job requirement. It is particularly true of artists, who not only develop their own product, but also, generally speaking, do their own marketing and create all their own publicity.

Prem Makeig, a senior in the School of Art, possesses chutzpah in spades. Over the last four years Makeig, a self-starter in ceramics and printmaking/drawing/painting with a minor in computer science, has founded two Internet companies and designed a half-dozen Web sites, staged multimedia performances with professional dancers and choreographers and created print and Web graphics for several high-profile St. Louis organizations.

"The trick is that you just tell people you're going to do something for them," Makeig explained with a perfectly straight face. "Then all you have to do is sit down and agree." If Makeig, a native of Encinitas, California, arrived at Washington University unsure of how his interests in computers and fine arts might be interconnected, he didn't take long to figure it out. He had an idea about web page design and started creating pages in Santa Fe, N.M., the country's third smallest city, with its own Internet service provider, ArtNewMexico.com, a Web site specialising in artist support services. That site, which today represents dozens of artists, offers online promotion and online galleries and allows artists to sell their work directly to the public.

Recently, Makeig and Bryan Cronen, a senior finance major in the John M. Olah School of Business, founded Viewpoint.com, an Internet start-up company. The pair, who performed right and left front the get-up for a 60-foot steel fence for the art school's University City residence in the Performing Arts Department in Arts & Sciences, were invited to create "Ephemeral Forms," which was presented as part of the annual professionally choreographed Washington University Dance Theater.

"I'm trying to capture their movements and the dancers could take something from what I'm doing as well," Makeig noted. "I started thinking, what if, while I'm trying to capture their movements, the dancers could take something from what I'm doing as well?"

After some experimentation, Makeig found that the solution was not just to draw the dancers, but to draw on the dancers as they performed, a computer-aided projection system. "Drawing is the process of making images by placing materials on the page," Makeig noted. "Dance is the process of making images by placing the body in space. In this case, you have the dancers as they are dancing."

"He has a keen analytic sense and focused. He is an excellent time manager, and his ego does not have to be fed," he said. "I am running out of walls."
City housing Jo Noevo (right), the Ruth and Norman Moore Professor of Architecture, discusses nearly completed housing on St. Louis' south side with Bob Brackin, director of Urban Education and Health in South (YESH). Noevo and Donald Janssen, professor emeritus of architecture, designed the three Bohemian Hill prototype houses to demonstrate that new, affordable, well-designed housing is marketable in the city. YESH, a nonprofit organization that teaches at-risk youths construction skills, has supplied much of the labor, and a $100,000 grant from the Missouri Department of Economic Development helped fund construction costs.

Sewer construction to begin
Work to replace two large Metropolitan St. Louis Sewer District (MLSD) sewer lines on the northeast corner of the Hilltop Quadrangle. The intersection of Hoyt Drive and Skinker Boulevard to the District (MSD) sewer lines on the Biomedical Engineering.

The relocation will allow for future construction on the east end of campus, including the Ulica A. Whilker Hall for Biomedical Engineering.

University officials are making every effort in working with MSD and the contractor to ensure that as many trees as possible are preserved. A few trees bordering the trench could have their roots pruned by a horticulturist and will be removed only if they pose a hazard.

During the University-funded project, scheduled for completion in mid-November, the deep trenches along the quarter-mile stretch will be fenced for safety. University traffic will be affected only when the new lines are tied into the existing system in late fall.
Patty Jo Watson elected to philosophical society

Patty Jo Watson, Ph.D., was elected to the Philosophical Society of America. The 230 members of the society are men and women who have made major contributions to the understanding of human thought. She is the author of nearly 100 scientific articles and numerous highly regarded books.

Two more faculty named HHMI investigators

Sean R. Eddy, Ph.D., assistant professor of genetics at the School of Medicine, and Randy L. Buckner, Ph.D., assistant professor of psychology in Arts & Sciences and assistant professor of radiology and of neuroscience, have been selected as New Investigators in the Howard Hughes Medical Institute (HHMI) investigators program. The HHMI program supports research organizations that enter into long-term research collaboration agreements with universities and other academic research organizations. A total of 430 scientists were nominated in the most recent competition, with the 74 selected from 31 institutions.

Pauline Kleinfeld selected for Howard fellowship

Pauline Kleinfeld, Ph.D., assistant professor of philosophy in Arts & Sciences, has received a fellowship from the George A. and Eliza Gardner Hopewell Foundation. Established in 1900-2000 academic year. The fellowship is granted to promising early career scholars. The 2000-2001 Hopewell scholars, of which Ms. Kleinfeld is one of 11 recipients from a field of 167. The figures at the University selected on a rotational basis, alternating between the arts and the social sciences. This year’s fellows research on political philosophy, sociol...
Seligman as a national expert in securities law, and wrote novels — instilled in me a love for teaching in his course on the essence of education as the spark that ignites enthusiasm for moving ahead, and I look forward to accelerating this momentum.”

Dean Joel Seligman, J.D., has served as dean what it would take most academic affairs and professor of academic affairs and professor of law. “He is able to convey the value of self-learning and the importance of integrity in our financial markets — with unmatched ability.”

Daniel L. Keating, J.D., associate dean for academic affairs and professor of law, said, “Joel Seligman is a giant in studies of securities law. He is able to convey the breadth, depth and skill.”

Seligman — (from left), son, Peter; wife, Friederike; daughter, Andrea; and Seligman — turned out in black tie for a New Year’s Eve party at the chancellor’s residence.

Dean Joel Seligman, J.D., has been named a member of the South African Supreme Court, major players in the Microsoft antitrust lawsuits and a judge on the International Criminal Court for the former Yugoslavia. Precise praise on unconventional topics — ranging from “Norns and Evolution” to “The Law and the Protection of Human Rights” — will be published on www.wustl.edu.

Offering a small section program in program, an expanded master of law program, a three-year commitment to scholarship aid, additional scholarship opportunities for those pursuing public interest law and a redesigned Web site detailing major initiatives at the school.

“My aspiration is to work with the law school’s extraordinary group of students, faculty, administrators, staff and alumni to build on our strengths,” Seligman said. “During this past year, I have discovered remarkable enthusiasm for moving ahead, and I look forward to accelerating this momentum.”

School of Law Dean Joel Seligman, J.D., elucidates the finer points of a Supreme Court case in his new undergraduate course on the court’s history, dubbed “The Greatest Hits of the Supreme.”

The Transformation of Wall Street: A History of the Securities and Exchange Commission and Modern Corporate Finance” and “Modern Corporate Finance,” both in 2000-01. It also has increased the number of professors in the career services and admissions offices.

• Offering a small section program in program, an expanded master of law program, a three-year commitment to scholarship aid, additional scholarship opportunities for those pursuing public interest law and a redesigned Web site detailing major initiatives at the school.

“My aspiration is to work with the law school’s extraordinary group of students, faculty, administrators, staff and alumni to build on our strengths,” Seligman said. “During this past year, I have discovered remarkable enthusiasm for moving ahead, and I look forward to accelerating this momentum.”

School of Law Dean Joel Seligman, J.D., elucidates the finer points of a Supreme Court case in his new undergraduate course on the court’s history, dubbed “The Greatest Hits of the Supreme.”

Joel Seligman, J.D.
Education: A.B., University of California, Los Angeles; 1971, J.D., Harvard University School of Law, 1975.
Family Wife, Friederike; children, Andras, 15, and Peter, 13.


Seminars — from left), son, Peter; wife, Friederike; daughter, Andrea; and Seligman — turned out in black tie for a New Year’s Eve party at the chancellor’s residence.

The Transformation of Wall Street" helped establish his field.